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Midterm global review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010**

Note by the Secretary-General

The Secretary-General hereby transmits the report prepared by the United Nations Educational, Scientific and Cultural Organization, in accordance with General Assembly resolutions 59/142 and 59/143.

* A/60/150.

** Due to the inclusion of an annex presenting the summary of the report prepared by Fundación Cultura de Paz on contributions by civil society organizations on the midpoint of the Culture of Peace Decade, this report was submitted late.

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Midterm global review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010

Summary

The present report, prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO), presents a midterm global review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 and information on the implementation of General Assembly resolutions 59/142 and 59/143 of 15 December 2004 on the promotion of religious and cultural understanding, harmony and cooperation and on the International Decade for a Culture of Peace and Non-Violence for the Children of the World respectively. It reviews the work undertaken by the United Nations system, civil society organizations and UNESCO National Commissions in those fields, including progress made, obstacles faced and needs arising, and makes recommendations to maintain visibility and momentum on the culture of peace between the midpoint and the completion of the International Decade. In an annex to the UNESCO report, the United Nations Secretariat has prepared for information a summary of some of the views expressed by civil society organizations, as compiled by the Fundación Cultura de Paz.

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I. Introduction

A. Background information

1. In 2005, the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 entered its fifth year. According to the Programme of Action of the Decade, and pursuant to General Assembly resolutions 55/47 of 29 November 2000 and 59/143 of 15 December 2004, United Nations Educational, Scientific and Cultural Organization (UNESCO) has undertaken a midterm global review of the progress made during the first five years of the Decade towards the achievement of its objectives. The findings of that review are presented in the present report which is prepared in accordance with paragraph 11 of General Assembly resolution 55/47, and takes into account all available information on the progress made in the implementation of the Declaration and Programme of Action at the international, regional, national and local levels, as well as the observance of the Decade at its midpoint, and makes recommendations for action during the five remaining years of the Decade.

B. Midterm global review process

2. In December 2004, UNESCO launched a worldwide survey on a culture of peace by addressing two questionnaires to, respectively, the UNESCO National Commissions and other principal actors, including international and national civil society organizations. In addition, a letter requesting contributions to the present report was sent to 14 focal points in United Nations agencies and institutions. The purpose of the survey was to take stock of activities implemented in pursuance of the objectives of the Decade and to request the principal actors to highlight progress made, obstacles to the development of a culture of peace and recommendations for the remainder of the Decade. As of 30 June 2005, 110 replies had been received.

3. Among those 110 replies, 79 were from civil society organizations operating at the local, national or international levels, 26 from the UNESCO National Commissions and 5 from United Nations agencies and institutions.

4. The information contained in the present report provides an overview of the numerous culture of peace activities currently in progress throughout the world; presenting complete and detailed documentation on all such activities would clearly be beyond the scope of the present report. Although some institutions involved in culture of peace activities did not take part in the review, information regarding their activities is available on the UNESCO culture of peace website (http://www.unesco.org/cp).

II. Overview of activities during the first five years of the Decade

A. United Nations system

1. United Nations Educational, Scientific and Cultural Organization

5. In connection with the Decade, UNESCO is tasked with coordinating and directly implementing activities in its areas of competence according to the Decade's Programme of Action. In its coordinating role, the task of UNESCO is to maintain a global public awareness campaign and promote and disseminate information on the various activities implemented by the actors who are involved in pursuing the Decade's goals. UNESCO launched a public awareness campaign at the beginning of the Decade with the Manifesto 2000, which had been signed by 75,845,317 people at the time that the present report was written (that figure represents more than 1 per cent of the world's population). An interactive website was set up during the International Year for a Culture of Peace in 2000 that allows all interested actors working in support of a culture of peace to disseminate information on their activities (events and long-term projects) with a view to increasing the exchange of information among actors and to foster networking and partnerships for the Decade. To date, 1,181 organizations at the global, regional and national levels have published information on their activities on the website. Those activities include 1,332 events and 252 long- or medium-term projects from all over the world.

6. In addition, UNESCO, in cooperation with the UNESCO-NGO Liaison Committee, launched a project entitled "Heritage and a culture of peace" in December 2002. The aim was to identify a monument or symbol of local heritage that represents a vehicle for dialogue, peace and reconciliation so as to promote ownership of a culture of peace by the local population and the general public. More than 300 non-governmental organizations (NGOs) that maintain official relations with UNESCO were invited to participate in the initiative. The results of the campaign were presented in November 2004 during a meeting of NGOs that maintain official relations with UNESCO.

7. In its implementing role, UNESCO responded to the objectives of the Decade according to its areas of competence: education, culture, the natural sciences, the social and human sciences, and communication and information.

8. In education, the Organization focused its activities on education for peace, human rights and linguistic diversity. In that context, the work of the UNESCO Education Sector included the development of national plans and programmes in human rights education through national and subregional projects. The main objective was to help Member States modify legislation and practice in their educational policies to ensure that values such as human rights, peace, democratic participation, tolerance, non-violence and intercultural understanding were included in curricula and to ensure that the corresponding educational processes were consistent with the teaching of such values (taking into account the sociocultural background of each country). In addition, the Education Sector assisted member States in the development of educational systems capable of promoting elements related to the acquisition of values, attitudes and skills that favour just human development. UNESCO is also responsible for the development and monitoring of

international normative instruments on human rights education, namely the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, and the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy. UNESCO identified and assessed the general trends and policy developments in education for peace, human rights and democracy within national education systems and non-formal settings on the basis of the information provided by member States. UNESCO also cooperated with the Office of the United Nations High Commissioner for Refugees on a peace education programme for countries in emergency situations. Activities involved the development of textbooks and other learning materials that focused on cultivating learning societies in which peace, human rights and tolerance are at the core of the curriculum. The ultimate aim is to build national capacities for the sustainable development of high quality textbooks and other learning materials which incorporate universally shared values adapted to local contexts. In order to provide technical assistance to member States, UNESCO produced and disseminated educational materials on peace, human rights and linguistic diversity. In addition, UNESCO created or sponsored several networks to promote education for a culture of peace, such as the Associated Schools Project Network, the Network of UNESCO Chairs, the Network of Human Rights Research and Training Institutions, and the Electronic Network on Human Rights Education in Latin America.

9. In the area of culture, activities focused on the promotion of the principles and the action plan laid out in the UNESCO Universal Declaration on Cultural Diversity, adopted by the thirty-first session of the UNESCO General Conference in 2001. UNESCO sought to promote cultural diversity and encourage pluralism and dialogue among cultures and civilizations as the best guarantee of development and peace. The Organization assisted member States in formulating pluralist policies for the inclusion and participation of all citizens and concentrated on creating opportunities for dialogue through the following activities:

(a) elaboration of educational tools for member States with a view to reducing stereotypes and prejudices;

(b) awareness-raising and furthering intercultural dialogue in different regions (for example Central Asia, the Arab World and the Mediterranean area) among the general public and the academic community;

(c) elaboration of methodologies derived from good practices in cultural pluralism, identified through pilot projects and validated at the national and local levels;

(d) the development of regional networks for mutual learning and sharing of cultural practices.

10. A specific aspect of the work of UNESCO relates to article 4 of the Universal Declaration on Cultural Diversity, which calls for a commitment to human rights and fundamental freedoms, particularly the rights of persons belonging to minorities and those of indigenous peoples. In that field, UNESCO initiated the mapping of cultural resources and the identification of best practices related to cultural pluralism. The work led to the formulation of methodologies for the mapping of cultural resources, which are used to train indigenous communities. In addition, UNESCO provided support to indigenous communities by organizing workshops on

international human rights law relevant to indigenous peoples and minority groups, supporting and disseminating materials on indigenous cultures and strengthening communication capacities of indigenous peoples through the use of information and communication technologies to promote intercultural dialogue, diversity and local cultural expression.

11. In the field of communication, the action of UNESCO in the framework of the Decade has been focused on supporting independent media in conflict zones and on the use of information and communication technologies to promote intercultural dialogue. In the light of the devastating role that war and hatred propaganda play in zones of conflict and tension, UNESCO, in cooperation with the United Nations and international professional media organizations, has been providing assistance to local media, independent from warring factions. Activities in that field included the following:

(a) the creation and development of independent community radio stations;

(b) distribution networks for print press;

(c) programme banks for the exchange of information and programmes;

(d) the training of journalists and media professionals in non-partisan and independent reporting techniques;

(e) the development of new press houses for journalists and networks of exchange and cooperation between journalists from antagonistic groups;

(f) support to the establishment of the necessary conditions for independent media by providing expertise to national and international authorities seeking to adapt their media legislation to internationally recognized standards of freedom of expression, peace and tolerance;

(g) support to networks of media professionals committed to promoting peace and tolerance, such as the *Red Latinoamericana de Radios para una Cultura de Paz* in Latin America or the Israeli-Palestinian Media Forum.

12. In parallel, UNESCO enhanced its efforts to promote the involvement of youth as actors of intercultural dialogue for peace through projects such as Reel Intercultural Dialogue: a youthful take on humanity and conflict — projecting the need for peace. That project was initiated in 2002 with the aim of providing cinema and television schools with the opportunity to use their most talented students to produce content for young people that reflects local perspectives on global issues. As a result, a series of five short fiction films on intercultural dialogue was produced by UNESCO in collaboration with cinema and television schools in Burkina Faso, India, Israel, Mexico and Romania. The films were shown on television and at several international film festivals around the world. In an effort to improve dialogue and mutual understanding by using information and communication technologies to facilitate the "meeting of the minds", a number of activities that focused on developing the ability to promote dialogue, enhancing respect for human values among youth leaders and elaborating and disseminating methodologies for conflict resolution and peace education were implemented in the context of the INFOYOUTH worldwide information network on youth-related issues.

13. In the field of social and human sciences, UNESCO elaborated an ethical, normative and educational framework for the promotion of human security on a regional basis. Since 2001, regional meetings have been held in Africa, Latin America and East Asia to assess needs and elaborate specific action plans for human security. Additionally, in 2003 an international meeting on "Violence and its causes: a stocktaking" was organized, which resulted in the launching of a series of publications on the diverse forms of violence that aimed at conceptualizing the different categories of violent behaviour and at providing best practices and guidelines on how to overcome them. The 2001 Durban Declaration and Programme of Action gave a new and more concrete framework to UNESCO's activities in that field. The framework is embodied in the new Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance, which was approved by the UNESCO General Conference at its thirty-second session in 2003. The Strategy is based on various thematic studies and a series of regional consultations. Understanding that intolerance may take many shapes and may differ from region to region, UNESCO has undertaken to tailor its Integrated Strategy to the needs of each region. As an example of that work, the International Coalition of Cities against Racism, a network established by UNESCO and organized primarily at the regional level, aims at developing and promoting policies and messages countering racist and discriminatory policies at the local and municipal levels.

14. In natural sciences, UNESCO continued to stress the need for an ethical and sustainable sharing of resources through its programmes in science, the environment and sustainable development, which aim to improve human security through a better management of the environment. To enhance human and institutional capacities in science and technology, capacity-building in science and technology for development was supported to allow the widest possible participation in knowledge societies, and to adapt science policies to societal needs.

15. In addition to sectoral projects, UNESCO has continuously promoted the involvement of young people in culture of peace activities through building the capacity of a number of youth organizations in conflict resolution and by supporting youth organizations in their work for peace. In addition, several international events that involve young people and promote the visions of youth in peacebuilding have been organized. In regard to the work by UNESCO on gender and peace, the Organization assisted member States by reinforcing and supporting women's capacity for leadership and non-violent conflict resolution and prevention and promoted the elimination of stereotyped expectations and discriminatory attitudes and behaviours. Women's priorities and vision of development goals and approaches are addressed and promoted through greater participation of women at all levels and in all areas of UNESCO action, and through region-specific programmes and activities. Examples of that work include research projects (in the Great Lakes region and the Palestinian territories) initiated to explore the gender dynamics of conflict, peacebuilding and reconstruction by examining the ways in which women are involved in and affected by global tensions and armed conflicts, and by promoting women's involvement in conflict transformation.

16. The concept of a culture of peace goes hand-in-hand with the dialogue among civilizations. It is recognized that all cultures and civilizations are equal and that dialogue should be based on those commonly shared values and ethical principles espoused by the culture of peace. Such values and principles include tolerance,

respect for others, mutual understanding, respect for cultural diversity and adherence to non-violence and the principles of peaceful coexistence.

17. Today, globalization and the emergence of new challenges and threats to humankind have made the need for dialogue among peoples more important than ever. In our interconnected world, there is increased interaction among all cultures. That has given rise to new forms of exchange and understanding among people and unprecedented opportunities for the transmission of ideas. In fact, our world has never been more "connected": new information and communication technologies, increased integration and dynamic migration flows allow people in many parts of the world to learn about each other, to communicate their differences, and exchange ideas, knowledge and values.

18. However, at the same time as globalization encourages exchange and interaction, we also witness the emergence or re-emergence of disturbing forms of ignorance and conflict. Those new "forms of ignorances", reflected in misunderstandings, stereotypes and xenophobia, reveal an ignorance of cultural diversity. They also reflect a deep-seated ignorance of the increasingly acute social differences between continents, regions and countries and within countries and of other visions for the future development of our world. Outbreaks of violence and the emergence of "new" types of conflict in various regions of the world have even led to speculations about a "clash of civilizations": the world is seen by some as divided into opposing cultures, ideologies and religious outlooks that are in increasing conflict with one another.

19. A commitment to both the culture of peace and the dialogue among cultures and civilizations is also a commitment to fight terrorism, as terror rests always and everywhere upon prejudices, intolerance, exclusion and, above all, on the rejection of any dialogue. Thus, especially in the context of globalization, dialogue among cultures and civilizations and a culture of peace have the potential to become engines to bolster peace and security, thereby reconciling conflicts, reinforcing cultural diversity and advancing sustainable development.

20. For that reason, UNESCO continues to promote both the Culture of Peace and the Dialogue among Civilizations, Cultures and Peoples within both its medium-term strategy for 2002-2007 and its programme and budget for 2004-2005 along with that of 2006-2007. In order to mobilize and advance a dialogue among different groups in society, UNESCO has organized and supported a series of international meetings and conferences in all regions of the world, some of them in zones with a history of conflict and tensions. The important declarations resulting from those international forums all highlight a commitment to common and universal values which constitute the very basis of the dialogue among civilizations. Those values include tolerance and respect for the other, the upholding of cultural diversity, sustainable development and the commitment to democratic practices and peace. Those declarations also provide a framework for concrete activities which should guide UNESCO action to ensure that the dialogue among cultures and civilizations promotes diversity and pluralism and acts as an effective instrument of positive transformation.

21. In 2003, the UNESCO General Conference adopted a major resolution calling for new perspectives in the dialogue among civilizations and a strengthening of the Organization's activities, particularly at the regional and subregional levels. The resolution also explicitly calls upon Governments and civil society to ensure the

empowerment of women and youth in efforts to foster the dialogue among cultures and civilizations. Following that resolution and in order to take dialogue "from the conference hall into policies and practices", UNESCO has committed itself to concrete activities in all its areas of competence. That entails a particular focus on regional and subregional areas, a deliberate choice of thematic issues and the involvement of a broad range of stakeholders beyond governmental actors only.

2. International Labour Organization

22. An important part of the contribution by the International Labour Organization (ILO) to a culture of peace and non-violence is its intervention in the field of prevention and rehabilitation of children affected by war, implemented in the framework of the International Programme on the Elimination of Child Labour. In October 2003, the Programme, in collaboration with the in focus programme "IFP-Crises" and with the financial support of the United States Department of Labour, launched a major subregional programme entitled "Prevention and Reintegration of Children Involved in Armed Conflicts in Central Africa". Burundi, Congo, the Democratic Republic of the Congo and Rwanda participated in the project.

23. As regards children affected by war, education is also considered as an exit strategy for children demobilized from conflict and as a preventive measure for those at risk. Examples of intervention in that area are the refurbishment of school buildings, equipment or teaching materials, financial support for redesigning appropriate curricula, recruitment of teachers or other required staff, the development of teacher training and related materials with teachers' organizations, provision of non-formal education to war-affected children and support for the direct and indirect costs of schooling for a fixed period. The programme focuses on Burundi, Colombia, Congo, the Democratic Republic of the Congo, the Philippines, Rwanda and Sri Lanka, and is also applied in Côte d'Ivoire, Liberia, Sierra Leone and Uganda.

24. In addition, the ILO has developed a programme called the Youth Sport Programme that contributes to insert youth in post-conflict countries or countries that have experienced political turmoil through partnerships with the sport community. Tests and pilot activities are being carried out in Albania, El Salvador and Mozambique.

3. World Health Organization

25. In the last 10 years the World Health Organization (WHO) has devoted substantial attention to addressing violence as a major public-health problem. In October 2002, WHO launched the *World Report on Violence and Health*, the first report of its kind. The report described the extent of violence as a global public-health problem, set out a public-health-oriented prevention strategy, and made nine recommendations that are the foundation for the violence prevention work of WHO. The Global Campaign for Violence Prevention was launched immediately after the release of the *World Report* in October 2002 and continues today, providing a platform for violence prevention advocacy and activities. The objectives of the campaign are to raise awareness about the problem of violence, highlight the crucial role that public health can play in addressing its causes and consequences and encourage action at every level of society. In response to the launch of the *World*

Report on Violence and Health, the World Health Assembly passed resolution WHA 56.24, which urged member States to promote the report, appoint a ministry of health focal point for violence prevention and prepare a national report on violence and violence prevention. As of October 2004, over 40 countries had launched the report and nominated health ministry focal points; five countries had prepared national reports on violence and health (Belgium, Costa Rica, France, Jordan and the Russian Federation), with 14 additional countries (Brazil, France, Malaysia, Mexico, Mongolia, Mozambique, Nepal, Papua New Guinea, South Africa, Sri Lanka, Sweden, Thailand, the former Yugoslav Republic of Macedonia and the United Kingdom) planning reports for 2005-2006. The *World Report* has sparked several other regional resolutions and commitments notably in Africa where the Heads of States members of the African Union (AU) passed a resolution in 2003 endorsing the recommendations of the *World Report on Violence and Health* and requesting member States to develop national plans of action for violence prevention and systems for data collection on violence. The AU resolution also requested member States to declare 2005 the "African Year of Prevention of Violence", for the purpose of scaling up and coordinating violence prevention policies and activities.

26. The World Health Organization has also been active for many years in addressing sexual violence and intimate partner violence. In 1996, WHO began the multi-country study on women's health and domestic violence against women in order to obtain reliable data on the root causes, magnitude and consequences of violence against women. In addition, to help ensure that women and children who have been sexually abused have access to adequate care, WHO began an initiative in 2001 to strengthen the health sector's response to sexual violence. That initiative includes the development of guidelines for providing care to sexual assault survivors and the development of a framework (for release in 2005) to guide health-sector policies related to sexual violence. WHO, with financial support from the Global Forum for Health Research, began the Sexual Violence Research Initiative in 2001 to build an experienced and committed network of researchers, policymakers, activists and donors to ensure that the many aspects of sexual violence are addressed from the perspective of different disciplines and cultures. The central activities of the Initiative include providing information and updates on sexual violence research and research methods through its website and e-mail discussion group; identifying gaps in the knowledge base; and promoting research on sexual violence by providing information on funders, helping to link researchers from different parts of the world and supporting requests for proposals on key areas that will advance knowledge about sexual violence and inform interventions.

27. The World Health Organization also initiated several partnerships for violence prevention, including the Violence Prevention Alliance — a network of WHO member State Governments, non-governmental and community-based organizations and private, international and intergovernmental agencies working to prevent violence — the Council of Europe, the United Nations Development Programme and the Bureau for Crisis Prevention and Recovery of the United Nations on the United Nations Collaboration for the Prevention of Interpersonal Violence and the Armed Violence Prevention Programme.

4. Food and Agriculture Organization of the United Nations

28. In 2002, the Food and Agriculture Organization of the United Nations (FAO), in collaboration with UNESCO, launched the Education for Rural People flagship partnership within the framework of Education for All and in follow-up to the World Summit on Sustainable Development (Johannesburg, South Africa, 2002), where it was launched. The initiative seeks to use education as a means to empower rural people to become fully integrated actors of development and consequently less apt to be involved in conflicts and more resilient to recover from them. Actions have included an assessment study on the state of public policies on education for rural people which resulted in the publication of a book entitled *Education for Rural Development: Toward New Policy Responses*; policy dialogue and field projects on education for rural people; the reinforcement of national capacities in order to help Governments to promote projects at the country and regional levels; and the promotion of new partnerships between ministries of education and agriculture and among Government agencies, civil society and donors.

5. University for Peace

29. The University for Peace Council approved in 2001 a five-year programme to revitalize the University with the following four major goals: the development and teaching of a coherent academic programme and its dissemination through state-of-the-art technologies; building up a critical mass of students and faculty at University headquarters; the extension of University activities into major regions of the world in response to its global mandate; and the establishment of a sound financial and management structure.

30. In that context, the new master's academic programme that was launched in 2001 at the San José, Costa Rica, Campus was expanded to include six M.A. programmes by August 2004. They are in International Law and Human Rights; International Law and the Settlement of Disputes; Natural Resources and Sustainable Development (offered as a dual-degree programme in partnership with the American University, Washington, D.C.); Gender and Peace Building; International Peace Studies; and Peace Education. A master's degree programme has also been fully developed in Environmental Security and Peace — a critical issue for the twenty-first century — and will be operational in August 2005.

31. The University has also been converting and disseminating worldwide teaching materials — which include specialized courses, individual teaching modules and eventually full graduate programmes — through state-of-the-art technologies. The specialized Centre on Education and Information Technologies has been established at University headquarters and it is now developing programmes on the dissemination of curricular materials and on distance education, "UPEACE GlobalEd". The objective of the University of Peace in that field is to develop the substantive content, the methodology and the international networks and partnerships which will make possible the dissemination of knowledge and skills in the field of education for peace to partner universities and individuals throughout the developing world.

6. United Nations University

32. The United Nations University (UNU) organized two major research projects that dealt exclusively with the International Decade, the broad objective of which

was to advance knowledge of the impact of armed conflict on children and on the challenges in improving their situation. In those projects, UNU approached children as actors rather than victims, emphasizing the need for a human security analysis in addition to traditional child rights advocacy. The research agenda for the Children and War: Impact Conference held in Canada was focused on identifying and filling critical knowledge gaps regarding the scope, nature and impact of armed conflict on children and linking the work of scholars and practitioners. The project "Interact — Children in Armed Conflict" which began in 2001, included applied research on security issues and addressed the problem of child soldiers in Africa through a survey of the child soldiers problem; a survey of military personnel about their perceptions of child soldiers; research on the plight of girl combatants; and creating a training module for international and regional peacekeeping forces on how to deal with child soldiers.

B. National level

33. Twenty-six UNESCO National Commissions, representing all regions, responded to questionnaires. Forty-two national or regional civil society organizations provided contributions to the report.

34. The following information is a consolidated analysis of the main areas of action, the progress achieved and the obstacles encountered in promoting a culture of peace as reported by the respondents.

1. Implementing agencies

35. In most countries, the entity in charge of coordinating culture of peace activities at the national level is the UNESCO National Commission. National Commissions coordinate with UNESCO field offices and work with civil society and non-governmental actors to implement the objectives of the Decade. In several countries, the implementation of the programme of action is done through specific ministries or institutions according to the areas pertaining to a culture of peace. In some countries, a formal mechanism was established for the national coordination of non-governmental organizations (NGOs) and associations working for a culture of peace. An example is the peace forum network, which was created in the Asia-Pacific region and consists of NGOs working to promote the culture of peace, in close relation with the UNESCO National Commissions in that region.

2. Main areas of action

Actions to foster a culture of peace through education

36. Education for a culture of peace was promoted at the formal and non-formal levels. At the formal level, respondents reported that training was offered to assist teachers in promoting a culture of peace; university programmes and research projects were developed on themes such as human rights, peace education and gender studies; and in some countries national plans and policies were adopted to integrate culture of peace education into the national curricula. Peace education guidelines and manuals were also developed in or translated into local languages and disseminated to schools and youth organizations. Teachers exchanged information and best practices in promoting a culture of peace through the UNESCO

Associated Schools Network. It was also reported that art education proved to be a valuable means of developing cultural values and ideals for a culture of peace.

37. At the non-formal level, culture of peace activities were offered to vulnerable children and youth. For example, several National Commissions and field offices in the Caribbean and Latin America opened schools on weekends to support cultural exchanges and provide education on civic values through games and training to vulnerable youth and children affected by crisis. To involve young people in long-term action for a culture of peace, youth organizations were created. Capacity-building and training were also provided to youth organizations, military personnel and leaders of associations on leadership, human rights and conflict resolution and transformation.

38. Furthermore, several new UNESCO Chairs were created in areas related to a culture of peace.

Actions to promote sustainable economic and social development

39. Respondents reported activities aimed at combating poverty and at enhancing economic and social development through capacity-building for grass-roots organizations, support to women in rural areas and technical and vocational training. Activities involved working with rural communities to protect the environment through the creation of income-generating activities; improving access to basic services in education, health and nutrition for families in extreme poverty; training professionals on human rights and democratic governance issues; developing alternative conflict-resolution mechanisms; developing policies for the advancement of women and gender equality; and developing policies to recognize the contributions of indigenous communities to cultural diversity.

Actions to promote respect for all human rights and actions to ensure equality between women and men

40. To promote human rights in Asia and the Pacific, studies were initiated in Central Asia that address the application of international human rights treaties and the mechanisms and possibilities for improvement.

41. Activities to protect and promote children and women's rights included the adoption of national policies and plans with actions for gender mainstreaming in development plans and the reinforcement of women's participation in decision-making. Furthermore, actions included the creation of specific departments or institutions for the protection of those rights, the reform of family codes and the creation of mechanisms at the national and regional levels for the protection of children from trafficking and sexual exploitation. Projects in Asia and the Pacific focused on the role of boys and men in promoting gender equality and on problems associated with bride abduction by organizing training targeting young people, and seminars.

42. With regard to the protection of children from abuse and neglect, a number of activities were carried out that included training workshops for education professionals, the integration of child protection concepts into curricula for children, the introduction of systems for early detection and prevention, studies on the phenomenon of violence in school and the production of a manual on protecting children from violence. In addition, awareness-raising activities to sensitize the

general public were implemented through the dissemination of materials translated into several languages.

Actions to foster democratic participation

43. Activities to foster democratic participation included providing support to countries in transition by advising them on how to foster democratic electoral processes and by promoting the use of community radios as tools for improving democratic participation.

Actions to advance understanding, tolerance and solidarity

44. Creating opportunities for intercultural dialogue is a powerful tool for promoting mutual understanding, tolerance and solidarity. In that regard, activities comprised of organizing encounters among children from different countries or cultural backgrounds in performing art festivals, training youth in tolerance and conflict resolution through peer-to-peer approaches, launching a study on world heritage education to learn and care about the significance of a common heritage and organizing national and regional conferences on the role of women in intercultural dialogue and on women's contribution to a culture of peace.

45. Several respondents stressed the particular attention given to the implementation of comprehensive programmes for violence prevention targeting youth, families and Government personnel. Programmes focused on sensitizing the population to domestic violence and youth violence issues, initiating research and studies on those issues, creating specific institutions to provide policy advice to Governments and monitoring the implementation of activities.

Actions to support participatory communication and the free flow of information and knowledge

46. Activities geared towards raising public awareness of a culture of peace included peace marches, concerts, seminars, Manifesto 2000 campaigns, intercultural and inter-religious gatherings, exhibitions, writing, painting, photography and sports competitions, radio and television programmes, translation and dissemination of the programme of action into local languages and other actions aimed at increasing the involvement of the public at large in culture of peace activities.

47. To support the free flow of information and knowledge about a culture of peace, activities were undertaken to assist the development of public broadcasting services.

48. In the Arab States, regional workshops, equally attended by men and women, were organized in collaboration with the Office of the United Nations High Commissioner for Human Rights and UNDP to address issues related to a culture of peace which included the role of the media in promoting human, economic, social and cultural rights; the implementation of the Convention on the Elimination of All Forms of Discrimination against Women; and the role of civil society.

Actions to promote international peace and security

49. In areas affected by long-term conflicts, projects were undertaken to restore social cohesion and help former combatants reintegrate themselves into civilian society and to offer opportunities for intercultural dialogue to local communities.

50. Countries in conflict or post-conflict situations noted that there was a transdisciplinary and holistic approach at the governmental level to restore peace in those countries, thus responding to the requirements embedded in the concept of a culture of peace.

3. Progress

51. In regard to progress achieved towards creating a culture of peace, respondents reported that progress had been made in increasing children's access to schools, owing to the improved awareness of parents, particularly of mothers, of the need for basic education; an improvement in health-care services and infrastructure provided; greater involvement of governmental institutions in culture of peace activities; and a better participation of citizens in electoral processes. The increase in women's participation in decision-making at the local and national levels was also identified as another indicator of progress achieved.

52. At the global level, respondents identified an increased awareness among civil society of issues related to a culture of peace and of peaceful conflict resolution. They highlighted the fact that the expression and concept of "culture of peace" is now broadly used by all kinds of actors, which means that the concept has been fully embraced and integrated by diverse actors. Equally there seems to be a greater awareness of the crucial role of women in creating a culture of peace.

53. Respondents also mentioned a change in mentalities and behaviour. In countries in post-conflict situations, there was a marked decrease in violence and former combatants were better integrated into civilian society. There also appeared to be a decrease in street children's involvement in violent conflict and a decrease in their use of drugs when they were made beneficiaries of NGO projects promoting a culture of peace. It was also noted that young people had become more aware of environmental and social issues and that behavioural changes were observed among teachers and students who benefited from peace education and conflict resolution programmes.

54. In some countries new mechanisms for human rights protection were introduced. Where coordination mechanisms exist, respondents emphasized that the activities carried out for the Decade allowed organizations with different backgrounds to work together and helped to create or reinforce networks and partnerships, including among non-governmental actors and local authorities. Those synergies enhanced the development of new educational tools and methodologies. An increased overall awareness has helped the development of political will in favour of peace and has led to the global recognition that civil society organizations, working in cooperation with Governments, can be the agents for major change.

4. Obstacles and needs

55. Respondents identified the need for the development of national and regional plans of action, the creation of national and international coordination mechanisms, better monitoring of the activities carried out by various actors (governmental

institutions, non-governmental organizations, international organizations and United Nations agencies) and better information-sharing and communication on issues pertaining to the Decade at all levels.

56. Other obstacles cited included a lack of interest and political support from national and international authorities and the mass media; lack of human, financial and material resources; poverty; the gap between men and women with regard to access to education; HIV/AIDS; unemployment; illiteracy; traditional and religious beliefs; and the lack of political will.

57. With regard to the culture of peace approach, the complexity of coherently articulating all related aspects was seen to make it more difficult for governmental and local leaders to understand it and monitor its progress.

58. Better training in conflict resolution and the development of appropriate methodologies of intervention on issues related to a culture of peace and human rights and better communication and information mechanisms at the national level were also seen as areas requiring improvement. Comments were made about the need to expand sustainable peace education activities and to more fully involve the mass media in the promotion of a culture of peace. Some respondents cited the need to focus more on such areas as issues concerning child labour, girls' education and the question of modern slavery.

59. In addition, several respondents stressed that political instability and the complexity of violence were major obstacles. In West Africa, fragile peace resulted in people migrating from countries in conflict situations to more peaceful but already populated areas, which in turn further increased the instability in other, previously unaffected areas of the region. In the Arab region, respondents identified the long-term instability in the Middle East, a lack of respect for human rights and the difficulty to advance reforms in the region as major obstacles.

C. International non-governmental organizations

60. Thirty-six international non-governmental organizations answered the questionnaire. Taking into account the diversity and number of activities implemented by international non-governmental organizations, it is not possible to provide a detailed account in the present summary report.

61. A fundamental aspect of the work of international non-governmental organizations resides in their networking capacity because they are usually represented in a number of countries, which allows them to reach a large and diverse number of people. Contributions received reflected their efforts to raise the awareness of the general public and to sensitize people about the various aspects of a culture of peace.

62. Importance was given to education as a tool for the diffusion of values and principles that pertain to a culture of peace. In regard to education, work is carried out through both formal and non-formal education. It is focused on values and citizenship education, cultural diversity (for example through linguistic education) and the creation of democratic educational environments. In formal education, it is integrated into all stages of the education system, from pre-school to higher education. At the university level, various studies and research programmes were set up on subjects that relate to a culture of peace. In regard to non-formal education,

several organizations developed training programmes on non-violent conflict resolution for young people.

63. To promote the contribution of women to conflict resolution and the promotion of peace, organizations participated in advocacy efforts to promote the implementation of Security Council resolution 1325 (2000) on women and peace and security, and the development of related programmes.

64. Respect for cultural diversity and mutual comprehension was promoted through intercultural and inter-religious dialogue activities, the establishment of intercultural programmes aimed at fostering exchanges, and by activities to promote the cultural contributions of indigenous people to society.

65. To help create lasting peace, organizations developed income-generation programmes for vulnerable populations (women, underprivileged or marginalized young people and rural populations), and undertook advocacy with respect to human rights (including women and children's rights).

1. Progress

66. Many respondents reported that there was heightened awareness among the general public on issues related to a culture of peace and specifically on issues such as equality between men and women, the environment and human rights (including economic and social rights) and the prevention of violence. The integrated approach advocated in the United Nations plan of action was seen as being particularly effective in responding to post-conflict situations. Other aspects which were highlighted include the emphasis that national education systems place on conflict resolution, the prevention of violence and the development of new educational methodologies and approaches.

2. Obstacles and needs

67. At the global level, the current international situation was identified as a major obstacle to the achievement of a culture of peace. Since 2001, security issues have replaced peacebuilding issues as the top priority on the international political agenda. Furthermore, many respondents cited poverty and social exclusion as major obstacles to establishment of lasting peace.

68. The lack of human and financial resources, political will, international and governmental support (including from the United Nations system) and interest from the media were seen as major obstacles to achieving peace.

69. International non-governmental organizations highlighted the need for better training of peace actors at the national and international levels, greater involvement of the media in the promotion of a culture of peace, better coordination among non-governmental organizations and the development of communication tools to promote the ideas and principles of a culture of peace, especially among young people.

III. Conclusions and recommendations

70. **In order to maintain visibility and momentum between the midpoint and the completion of the Decade, a global framework should be promoted to**

integrate the various objectives of the Declaration and Programme of Action on a Culture of Peace, which should:

- Develop coordination mechanisms at the international, regional and national levels to strengthen cooperation between all relevant actors: the United Nations system, Member States, civil society organizations and non-governmental organizations
- Launch events at the national, regional or international levels to demonstrate the objectives of the Decade
- Mobilize human and material resources at all levels for activities that promote the various aspects of a culture of peace
- Reinforce more explicitly the links with other international decades or years, such as the Decade of Education for Sustainable Development (2005-2010) and the Millennium Development Goals
- Develop communication and information tools that enable participants to perpetuate the global momentum initiated at the beginning of the Decade and during the International Year of a Culture of Peace, using information and communication technologies as tools for communication and advocacy
- Encourage the mass media at the international and national levels to support the global campaign for a culture of peace.

Annex

Summary of a report prepared by the Fundación Cultura de Paz on contributions by civil society organizations on the midpoint of the International Decade for a Culture of Peace and Non-Violence for the Children of the World

The summary in the present annex has been prepared by the United Nations Secretariat and highlights several recommendations made in civil society reports on contributions by civil society organizations, as reflected by the Fundación Cultura de Paz.

The report of the Fundación Cultura de Paz on contributions by civil society organizations is compiled from the reports of almost 700 civil society organizations from over 100 countries responding to a questionnaire developed by the Fundación Cultura de Paz in response to the invitation in paragraph 10 of General Assembly resolution A/59/143, International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010.

Organizations were asked if they have seen progress towards a culture of peace and non-violence during the first half of the Decade and what were the chief obstacles to progress. They were also invited to provide advice to the Secretary-General and the General Assembly to promote a culture of peace and non-violence during the second half of the Decade.

All of the data provided by participating organizations, over 3000 pages and 500 photographs, is available on the Internet at http://decade-culture-of-peace.org. The following recommendations are based on the civil society contributions (pages 17-20):

General recommendations

- The International Day of Peace is the annual highlight for the measurement of progress towards building a culture of peace for all nations and peoples. In support of that objective, one suggestion is to reconvene the United Nations International Day of Peace Steering Group, which was formed at the request of the Secretary-General. Furthermore, the International Day of Peace could be extended towards a week-long promotion of a culture of peace entitled "Living a Culture of Peace Week". The designation of such a week by the General Assembly would help facilitate the promotion of a culture of peace in addition to the International Day of Peace.
- The year 2010 should be declared the "International Year of Reconciliation".

Education

- Strengthen collaboration with NGOs specializing in peace education and appeal to ministries of education for the integration of peace education into national curricula and as a requirement of teacher training (pre-service, in-service and continuing professional development). United Nations agencies that include education as part of their mandate, for instance UNESCO,

UNICEF and UNDP, should broaden their programmes to require peace education content and methodology.

- Promote education for peace in all levels of education, especially cultural exchanges and youth voluntary work.

Human rights

- Reinforce human rights follow-up and monitoring mechanisms in Member States.

Sustainable development

- The attainment of a culture of peace can only be realized side-by-side with meaningful poverty alleviation at grass-roots community levels. That would eliminate the causes that generate violence, such as ignorance and poverty.

Democratic participation

- The promotion of a culture of peace during the next five years should be linked to community development and real democracy in all the countries of Africa. It is well known that true democracy gives birth to the rule of law, which means that people must find it to be on their side, and that there will be no more disorders, no more wars.

Equality of women

- Additional assistance should be given to women's organizations and associations so that they can be provided with effective and modern means of communication. Non-governmental organizations or other regional or national organizations suffer greatly from that lack of communication. Thus it is essential that modern means of communication are accessible to all the organizations which fight to support the living conditions of women and the African people.

Understanding, tolerance and solidarity

- Motivate all faith communities and cultures to engage in interfaith and intrafaith dialogue. Specifically, UNESCO should sponsor a world commission on interfaith dialogue to build and educate for a culture of peace and implement curriculum and teacher education projects for integrating interfaith dialogue and the contributions of faith and spiritual traditions in a non-violent and sustainable solution to conflict and violence.

Free flow of information and knowledge

- Invite national and regional organizations to exchange experiences on cultures of peace and to empower local groups to promote peace. For such encounters methodologies appropriate to the countries of the South would have to be developed.
- Develop openly a campaign for the culture of peace together with the media and through television, magazines, and with the film industry, taking into consideration that they have been strong propagators of the culture of violence.

International peace and security

- Work harder on reducing arms and ammunition manufacturing.
- Bring the Nuclear Non-Proliferation Treaty into the twenty-first century so that it addresses the realities of the threats we currently face. The prevention of weapons development in non-nuclear-weapon States must be clearly tied to the systematic elimination of nuclear weapons in States that already have them.
- Creation of a United Nations agency for mediation, with several thousand professionals, similar to other international organizations, capable of detecting emerging conflicts and helping to transform them peacefully before they lead to war.